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ABSTRACT

The document is divided into four parts. Part 1 presents abstracts of 10 documents concerning adult literacy programs in underdeveloped countries. The second section offers a 46-page list of acquisitions, citing for each entry the author, title, publication source, and descriptors. Part 3 consists of a 100-page section of indexes in the following areas: author, geographical, meeting and corporate body, subject term, title, and a 1975 cumulative index for all of the above. Concluding the document is an eight-page selected bibliography of the International Institute for Adult Literacy Methods holdings on literacy programs for women. (EC)

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ABSTRACTS

Educational innovations in India: some experiments. New Delhi, National Staff College for Educational Planners and Administrators, 1974. v, 311 p.

This book contains brief reports of visits to 58 projects involving educational innovations in the various States of India. It was decided that educational planners and administrators throughout India should be organized into groups to visit various projects in the hope that such visits would not only break the isolation in which they generally work within their own States but would also give them an opportunity to observe how an innovative idea is conceived and developed. It was also hoped that such visits would encourage suggestions for the improvement of existing projects as well as inspire the adaptation of similar projects throughout the country.

The projects which were visited covered a wide spectrum of educational activities. Some of the more successful projects observed included experiments in excellence and nurturing of talent in which a government-run residential school with high instructional standards selected students according to merit rather than ability to pay, the production and distribution of nationalised textbooks, the mobilisation of community resources to supplement resources available for education, and the use of schools as centres for community development.

Several projects involving adult education and literacy campaigns were also quite successful. These included voluntary effort in eradicating illiteracy from the rural areas of one State, the development of a system of libraries in another State and a cadre of full-time government workers to combat illiteracy in still another State.

Other projects include work experience and vocational education, inservice education of teachers, examination reform and computerization of examination results, teachers'

organisations and welfare, institutional planning in which an institution prepares a set of programmes for its own development, school complexes which promote co-operation among educational institutions within a small area to facilitate maximum utilization of resources and reorganisation of Educational Directorates.

It was suggested that the programme be expanded to include teachers and administrators as well since it also has a tremendous potential for changing their outlook and for creating a favourable climate for change and innovation.

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Jamison, Dean [and others] *The effectiveness of alternative instructional media: a survey.* Washington, D.C., Information Center on Instructional Technology, Academy for Educational Development [Agency for International Development, 1973] 72 p.

This survey provides an overview of research on the effectiveness of instructional media such as traditional classroom instruction, instructional radio, instructional television, programmed instruction and computer-assisted instruction. It reports on evaluation of varying degrees of adequacy and attempts to draw some general conclusions about the relative effectiveness of alternative instructional media.

In the case of traditional classroom instruction, it was found that few variables consistently make a difference in scholastic achievement. It was found, however, that the verbal ability of teachers often has importance and that small classes seem to improve the cognitive and active performance of young children.

Instructional radio, although dwindling in use in the developed countries, is gaining in importance in the developing countries and could be instructionally effective in both. This is mainly due to the fact that radio is much cheaper than television. Radio has been used extensively for formal classroom instruction but only a limited number of good evaluations on its effectiveness exist. The evaluations indicate that instructional radio, supplemented with appropriate printed materials, can be used to teach most subjects as effectively as a live classroom instructor or instructional television. With such a limited number of evaluations, it is highly desirable to conduct more research, especially regarding the potential economic significance of instructional radio for developing countries.

Studies done on instructional television indicate that students learn well at all grade levels but this is espe-

cially true for younger students. Some teachers and students initially tend to have negative attitudes towards instructional television but this tends to lessen with time. When surveyed as to their preference for instructional television or traditional instruction most teachers and students indicated "no significant difference".

Surveys on programmed instruction generally indicate that there is no significant difference in achievement between students with programmed instruction and those with traditional instruction and that programmed instruction may result in decreasing the amount of time required to achieve specific educational goals. However, student personality variables such as achievement motivation, creativity, etc. seem to have a significant effect on achievement therefore suggesting that more research is needed in this area.

Computer-assisted instruction, the newest and most expensive instructional medium, provides the richest and most highly individualized interaction between student and curriculum. There are not a great many evaluative studies on its effectiveness available, however. Studies which are available indicate that computer-assisted instruction is apparently effective as a supplement to regular instruction at the elementary school level. It can be used in some situations to improve achievement scores, particularly for disadvantaged students. At the secondary school and college levels, it seems to be about as effective as traditional instruction when used as a substitute and, in some cases, may result in substantial savings of student time.

In conclusion, surveys show that students learn effectively from all the media mentioned with little to indicate a significant difference in one medium over another. These media are relatively new however and more extensive studies are necessary, particularly regarding time factors, long-term motivation, long-term effects of individualization and more imaginative uses of the media.

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Johns, Jerry L., ed. *Literacy for diverse learners: promoting reading growth at all levels.* Newark, Delaware, International Reading Association [1974] viii, 120 p.

This book contains fourteen papers on reading and factors which affect literacy among diverse groups of learners.

The first section deals with the mismatch in dialect between the child's language and the school's language, reading materials for black students and bilingualism.

The second section explores the research on intelligence and sex factors as they relate to reading achievement, including the effects of IQ, ghetto schools and achievement among girls versus boys.

The third section presents descriptions of programmes for preventing reading difficulties of young children through special readiness classes and through a diagnostic-prescriptive reading programme.

The fourth section describes three types of remedial programmes that have been used with disabled readers.

The final section concerns adult learners. The first paper discusses the significance which adult basic education in the United States made in the lives of the participants. The programme objective was to change people and better enable them to cope with future change. Statistics from the programmes indicate that thousands of adults learned to read and write, found jobs, entered job training programmes, left welfare rolls, etc. Reports from various states also show that adult basic education made a testable difference in the reading ability of adults. Measurement of grade level changes indicated that the vast majority experienced some grade level advance, most from one to four reading grade levels in six months. It was found that "irrelevance can be

considered one of the breeding grounds of illiteracy". Learning experiences must be relevant to students since teaching the three Rs for their own sake has probably increased difficulties encountered enrolling and retaining adults in traditional literacy programmes. The study further indicated that providing stipends may be a major factor in the success or failure of literacy in adult basic education programmes.

The second paper discusses the use of meaningful materials and techniques which have been found to be successful in improving the reading and study skills of freshmen college students who are deficient in those areas.

The third paper describes a pilot study conducted on programmes intended to improve the reading skills of semi-literate adults. The study indicated that systematic reading instruction can produce gains in reading achievement, that instructional materials closely related to daily reading activities result in greater learning gains even if their readability is higher than the reading achievements of the students and that such materials produce more positive perceptions of programme value.

The last paper explores the potential of bilinguality as a component of literacy programmes in adult education. It presents a model as a conceptual framework in which adult learners can improve their communication skills effectively and efficiently, respecting the old culture while bringing in the new and which can function as the gatekeepers of the method and material to which they are exposed.

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Lovett, Tom. *Adult education, community development and the working class*. [London] Ward Lock Educational [c Tom Lovett 1975] 176 p.

This book describes the development work in adult education undertaken amongst the working-class communities in the Liverpool Educational Priority Area Project (EPA).

Because of an inequality of educational expansion which leaves the older generation relatively disadvantaged by the increases of educational opportunities which are offered to the young, adult education movements have gained in importance, particularly for working-class adults.

The problem of suiting adult education to the needs of the working class communities in the EPA had to be seen as part of a comprehensive approach to the problems of social and economic inequality. Central to this approach was the 'community school' in which the school played an extensive and vital role in the community. Emphasis was put on adapting the educational system to meet the needs of working-class communities with stress on social education and community action.

The first stage of EPA was exploration and investigation to determine the needs and interests of the community and develop a successful strategy for involving them in adult education programmes. After a period of trial and assessment, the concept of 'community adult education' was selected to emphasize the integral role which adult education could play in a series of community-based activities and in community development.

Studies were made on social action and self-help, discussion and group work and culture, class and communications to explore the role of adult education in the community development process.

Two case studies are presented involving social action in which activities were directed at bringing about changes in local institutions and two other case studies concern resident involvement in self-help exercises designed to provide a service for the community. The people in these projects did learn from their efforts indicating that community development is an educational process to some extent.

Case studies on group work and discussion describe attempts at a form of liberal education in a community setting. These case studies describe discussion groups involved in a variety of issues such as community life, personal relationships and rapid social changes. Attention was put on adult education in the groups with the discussions becoming the pivotal point around which the educational processes were built. In this way, educational exercises were designed to meet the needs of community and individual development.

Studies were also conducted on the theory of class, culture, communications and education. Adult educators recognize the need to utilize the experiences of adult students, to encourage them to use concepts within their own language framework and to reflect their social experience back to them as valid and significant. Therefore, it is helpful to start with material which commands common understanding and then move out to a wider awareness. Two different approaches are cited from the EPA - a community art centre and a local radio experiment. Mass media was found to be a quite effective strategy in adult education and community development for breaking the barrier to effective participation by the working class in the educational process.

Over a period of three years an adult education network evolved in which contacts were strengthened and attempts were made to involve a variety of organizations and individuals in the process, especially during the final consolidation phase. The network involved the coordination of adult

education with various social and community groups and utilized skills of adult educators acting as network agents to coordinate educational activity with community needs, resource agents to provide appropriate educational resources for working class communities, educational guides to act as advisors in group learning situations and to provide access to formal institutional learning and teachers to teach academic subjects, skills and information on community benefits.

This adult education programme had many failures and a few successes, but it did strengthen the belief that adult education can be of value to such a working-class community and that radical adult education for the working class is a real possibility requiring dedication and a sense of realistic idealism among adult educators.

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Powell J. P., ed. *Education and rural development in the Highlands of Papua, New-Guinea*, edited by J. P. Powell and M. Wilson. [Port Moresby, The University of Papua New Guinea, 1974] ix, 250 p.

This book is comprised of a series of reports, compiled mostly by University students, on various phases of education in the rural areas of New Guinea.

Education is one of the most pressing problems facing New Guinea. In urban areas there is high unemployment among school leavers, and also the danger of a ruling class emerging from the educated elite. In rural areas the school system is highly disruptive of the traditional political and economic ways of life.

The first half of the book discusses aspects of education in two rural highland areas. The Agarabi Vocational Centre in the first area provided training in basic skills, so the participants could use these skills in their villages, but most of them went to town seeking employment instead. It is hoped that the introduction of agriculture classes will remedy this.

Interviews with parents and children concerning primary school leavers indicated a general lack of interest in education, except as a source of job opportunities. An interview concerning parents' expectations of education showed a belief that education is good for society and helps to improve the standards of living. But it was also found that political education had failed to achieve its objectives.

The study of local government Councils indicated that these could play a vital role in the problem of school leavers by mobilizing them in manpower training and development programmes.

The second area studied is one of the least developed parts of the country, and presents a major challenge to national development. The District Administration was in the process of establishing a number of community centres as bases for agricultural, political, social and educational development. First, however, it was necessary to determine the aspirations of the local people and their attitudes towards education, literacy, development, etc.

The second part of the book deals with the opinions of villagers and school leavers regarding school, and with various proposals for change. Varying views were again expressed on the benefits and the problems of education. It was also found that school leavers showed considerable potential in programmes of rural development and community education, because they had some skills, wanted change, were prepared to work and preferred villages to towns.

From the studies, it was determined that the present school system contributes very little to rural development, and also that primary education may be dysfunctional because of its expense and its tendency to cause alienation.

The book concludes with various proposals for changing the educational system along with a discussion of these proposals.

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Saran, Mary. *For community service: the Mount Carmel Experiment*. Oxford, Basil Blackwell, 1974. xv, 144 p.

The Mount Carmel Centre in Haifa, Israel provides educational and training facilities to help women of developing countries make a more effective contribution to their societies. There is a great need for special measures to promote the advancement of women, because women have been and still are being left behind, in the economic, social and educational progress of the developing countries.

Subjects taught at the Centre are linked to community development and are of a practical nature. The Centre organizes seminars, training courses and study tours with provision for catering to the special interests of those wishing to pursue studies related to their work.

Men are not excluded from the Centre, but women are catered to because of their important role in community development; other reasons are the shyness of many women in the presence of men, and the lack of opportunities women would otherwise have.

Seminars have been held at the Centre for women leaders, discussing the problems and responsibilities of women, and their role and involvement in development. These seminars involve the family, equality and partnership, vocational training, citizenship, co-ordination of services, relations between volunteers and public agencies, and international relations.

Training courses are offered regularly in community development, home industries and co-operative marketing, pre-school education, food and applied nutrition, rural community development, social welfare services and adult education. The adult education courses, including health education, consumer education and community development,

are linked to the study of the eradication of illiteracy, especially among women. The existing discrimination in education against women is an additional incentive to the Centre in the fight against illiteracy. Participants in the adult education course prepare demonstration lessons, visual aids and follow-up literature, using the approach which is best suited to their home environment. Other important aspects are class organization and the recruiting and training of teachers.

The Centre conducts study tours for administrators and supervisors which are much shorter than training courses, and which consist of lectures and discussions, interspersed with observation and feed-back sessions.

Follow-up work at the Centre is carried out through correspondence and an annual newsletter. Alumni associations have been set up in many countries, and surveys were conducted in some of the participating countries to interview former students and to explore the needs of countries regarding the training of women.

Other activities in which the Centre is involved include individual assignments in various countries, joint seminars and conferences and a social work school in Kenya, as well as the publication of various textbooks, pamphlets and other materials.

The Centre's future prospects include a trend towards more programmes aimed at supervisors and administrative officers, selection of participants from more homogeneous areas to improve course relevance, and an increasing use of on-the-spot training.

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Schmelkes de Sotelo, Sylvia. *The radio schools of the Tarahumara, Mexico: an evaluation*. Washington, D.C. Information Center on Instructional Technology, Academy for Educational Development [Agency for International Development, 1973] 66 p.

This report is an evaluation of Radio Schools in the Sierra Tarahumara, a remote area of Mexico with a widely dispersed population. The Radio Schools began as an extension of Jesuit boarding schools, to complement government educational efforts in those areas where there was little possibility of setting up an official school, and they were directed to the young formal-school population.

Radio Schools were based on the official curriculum using free textbooks to transmit to the schools lessons for the first four grades, under the guidance of 'auxiliary teachers'.

Many changes are being initiated in the area, for the 'integration of the Tarahumara (the Indian population) into national life'. An intensive educational effort is therefore needed to prepare the Tarahumara to really benefit from these changes. Such education would be directed to adults and young adults. Since the Radio Schools focus on Tarahumara children in the first few grades, basic changes are necessary if they are to help in the general population's integration into national life.

Evaluation of the Radio Schools revealed that achievement was most strongly affected by the student's ethnic group. Non-Indian students did significantly better than Tarahumara students, due to the fact that the broadcasts were in Spanish whereas the majority of the Tarahumara population speak only their own language. There appeared to be higher achievement in the higher grades; the educational background of the mother was a family variable affecting achievement,

and teacher experience, as opposed to teacher education, also showed some influence. The drop-out rate was found to be very high, increasing with grade level, and was especially high among the Tarahumara. The factors determining whether children are sent to school or not were: the level of education of the father, ethnic group and opportunity costs.

The student's continuing in school depended on family income, cash cropping, father's occupation and education, and age of the student. The future work of the student was determined more by family variables, such as both parents' level of education and the occupation of the father, than by the number of years in school.

The basic problems affecting the Radio Schools were:

- a) lack of clear principles, goals and well-defined policies;
- b) lack of cultural homogeneity among students;
- c) lack of common motivation among auxiliary teachers;
- d) lack of a curriculum adapted to the local situation;
- e) lack of local participation;
- f) lack of proper supervision and evaluation;
- g) financial problems;
- h) insufficient and inadequately trained personnel;
- i) radios that did not function properly or were not being used correctly.

On the basis of the evaluation, it was recommended that the Radio Schools be restructured to prepare the Tarahumara people to take advantage of cultural, technological and economic changes, and to help them participate in national development on an equal footing with other groups, while at the same time retaining their own identity.

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Schramm, Wilbur. *Big media, little media*. Washington, D.C., Information Center on Instructional Technology, Academy for Educational Development [Agency for International Development, 1973] xii, 333 p.

This study presents information on various aspects of Big Media and Little Media to assist planners and educators in developing countries in deciding upon the type of media in which they should invest. Big Media is used to describe complex and costly instructional devices such as television, films and computer-assisted instruction while Little Media refers to simple and less costly items such as radios, tape recorders, filmstrips and various visual aids. In selecting instructional media, the choice is not necessarily always rational or on the basis of cost-effectiveness. To the extent that the selection is rational, however, it seems to depend on an analysis of the task, a judgment on the learning effectiveness of different media for the task and an estimate of the probable cost of one medium versus others.

Theories on task analysis tend to be specific to the task rather than to the media. It is a better guide to the instructional content of media than to the choice of media itself which becomes a matter for professional judgment and availability. The selection of a media system requires an overview of the various tasks to be performed during the teaching of a curriculum which then introduces the questions of cost and resources.

Research indicates that students learn efficiently from any medium, Big or Little. The difference seems to lie more in how one teaches than in the medium one uses. The use of multi-media systems is undoubtedly more efficient than any single medium if they are available and can be afforded which is not the case in most developing countries. Therefore it is reassuring to know that different media have been efficiently used for a number of different courses at different levels.

Big Media, of course, costs more than Little Media although degrees of expense vary according to the situation and group size. Besides costs, however, other efficiency factors must be taken into consideration such as the use of media for instructional purposes versus supplementary purposes and centralized control versus local control. The situation must therefore be analyzed not only in terms of cost and available resources, but also in light of the goals and requirements of an educational system and a country as a whole. As a result, there appears to be no reason to prefer Big or Little Media as no situation has presented itself in which only one medium or combination of media could possibly be successful.

The study goes on to describe actual situations in which the decision on media has been made and put to the test. This includes the use of television in El Salvador, American Samoa, Niger and the Ivory Coast for national educational reform. None of these projects has done everything it was intended to do but each one has been able to make dramatic and far-reaching changes in the formal school system. Television was used because such quick and broad educational reform depends on television since no other media has been tried and also because it serves as a "catalyst of change" by nature of the commitment interest and influence which it incurs.

A number of projects throughout the world have used instructional media to help extend learning opportunities where there are no schools. This has been at all educational levels, with academic credit and without, in developed and developing countries and the results are very encouraging. Students learn at least as well as with traditional instruction at considerable less cost. Each project uses radio or television or both with other media provided for two-way communication with a teacher.

Instructional media can also be used for enrichment,

for supplement and for core teaching. Sample projects of this type are described with emphasis on providing the media to fit the situation.

The final group of projects involve non-formal education. The study examines different uses of media and different types of groups such as the deciding study and discussing group. Although television does contribute to non-formal education, Little Media tend to be the non-formal media, especially radio.

In conclusion, two implications are suggested. First, redirecting research towards effective ways to use media and fitting them to the situation and second, giving more attention to the Little Media and the valuable role they can play.

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Spain, Peter L. *A report on the system of radioprimeria in the State of San Luis Potosi, Mexico.* Washington, D.C. Information Center on Instructional Technology, Academy for Educational Development [Agency for International Development, 1973] 127 p.

This report is an evaluation of the use of radio for increasing primary education in a Mexican rural area. This project, called 'radioprimeria', was designed to bring classes by radio to fourth, fifth and sixth grades, to make up for the lack of teachers in these grades in the rural areas.

A study of the actual operation of the project indicated that 82% of the schools using 'radioprimeria' were complete schools, i.e. they had six grades. 'Radioprimeria' had been established, however, to provide the last three grades in incomplete schools, not to act as a supplement. There were also various problems concerning hardware and administration. The radio receivers, generally provided by the teachers themselves, were often in faulty condition and had very poor reception. Administration was found to be insufficient; the lack of regular supervision meant that teachers conducted the projects in any way they chose.

Although administered under varying circumstances in complete and incomplete schools, learning tests indicated that radio classes can effectively supplement teaching and bring more years of primary teaching to more rural areas.

The findings from teachers' questionnaires revealed the transient and city-oriented nature of rural teachers. Most of them live in the city and a great many wish they were teaching there. They do believe, however, that rural education is the key to rural development, and that primary education is a valuable asset in the rural area. Though the classroom radio teachers are not all in favour of 'radioprimeria', most of them do feel it should be expanded. They

find that 'radioprimeria' is helpful to a certain extent, and that it might be one solution to the problem of rural education, but they point to the important problems of speed and clarity in transmissions. On the whole, they are using 'radioprimeria' mainly because they have been talked into it.

Interviews with parents about their children revealed a consistent desire for education, as well as the conviction that education is a way of escaping from the rural area. The rural people did not feel that their area was "developable", but only that some children could develop themselves enough to go elsewhere, namely, to the city. However, there are not so many jobs in the city itself, and when personnel officers in industry and state labour officials were interviewed on the subject, they spoke of a critical job shortage, of the pressure of rural exodus, and of the problem of primary and secondary graduates in marginal jobs or with no jobs at all.

Full primary education in the rural areas is the goal of 'radioprimeria', but it does not seem to have great practical value in the rural areas. The researchers came to the conclusion that the other sectors of the society are not as developed as the school system; they found that 'radioprimeria' is somewhat useful to rural education, but that rural education itself appears hardly effective at all at this point.

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Unesco. *Women, education, equality: a decade of experiment.*
Paris, The Unesco Press, 1975. 109 p.

The purpose of this book is to inform the public of Unesco's operational activities on the occasion of International Women's Year. The first part describes three experimental projects which demonstrate possible ways of integrating women into development through education and the second part is an analysis of the experience acquired in these projects.

The first project was in Upper Volta and involved education for rural women who are the largest and most disadvantaged group of that population. The objectives of the project included the development of an adult literacy programme adapted to the needs and interests of rural women and the design and production of appropriate teaching materials. Emphasis was on basic technical education aimed at improving the standards of living with attention also given to the training of instructors and feminine leadership in the villages. The programme encountered numerous difficulties due to nature, tradition and living standards but its major accomplishment has been to heighten awareness of the necessity for full participation for women in development and the importance of their education.

The second project was in Nepal and involved training primary school teachers in an effort to increase participation of women in primary education and lower their extremely high illiteracy rate. The project hoped to remove obstacles hindering women's access to education, to improve teacher training curricula so as to relate education to development needs and to encourage women to enter teaching. Upon evaluation it was found that there was a significant increase in the participation rate of girls in primary schools and a steady increase in the percentage of women teachers. A survey of village attitudes indicated that girls' education was considered an unproductive investment yet it was also felt

that women teachers would do much to promote increased enrollment of girls. In this way, women teachers could act as examples and agents of change.

The third project was in Chile and involved achieving equality of access to technical education for women to encourage their greater participation in the economy. The programme was designed to create broader technical education opportunities for girls, to equip them to continue higher scientific and technological studies and to demonstrate how technical education can be directed to fulfill the conditions of development. The project's most significant accomplishment was the cooperation established between education and industry but it was found that attitudes, rather than lack of opportunities, were the greatest obstacles to technical careers. The project has also demonstrated that, given equal opportunities, treatment and encouragement, girls do very well in technical fields.

The second part of the book reiterates the three general problem areas in women's education to which the three projects addressed themselves: an unfavourable climate of opinion, education irrelevant to development and the shortage of trained women to act as agents of educational change. From the experience of these projects, it has been concluded that comprehensiveness, flexibility and adaptability to an existing situation are prerequisites for successful operational activities to broaden educational opportunities for women.

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ACQUISITIONS

Tehran 2533
Per.

Al-Rawi, Musari

Educational policy for national development.

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter
1974, p. 461-469)

Descriptors:

1. DEVELOPING NATIONS.
 2. EDUCATIONAL DEVELOPMENT.
 3. EDUCATIONAL POLICY.
 4. EDUCATIONAL SYSTEMS.
 5. LITERACY PROGRAMMES.
-

Tehran 2534
Per.

Mauriras-Bousquet, Martine

An educational technique of great potential: simulation
games.

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter
1974, p. 555-563)

Descriptors:

1. ADULT EDUCATION.
 2. EDUCATIONAL GAMES.
 3. EDUCATIONAL TRENDS.
 4. SIMULATION.
 5. SOCIAL DEVELOPMENT.
 6. SOCIAL SCIENCES.
 7. VOCATIONAL TRAINING.
-

Tehran 2535

Per.

Hall, Budd L

The United Republic of Tanzania: a national priority to adult education.

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter 1974, p. 512-516)

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION. 3. HEALTH EDUCATION.
 4. LABOUR EDUCATION. 5. LITERACY.
-

Tehran 2536

Per.

Lourié, Sylvain

Education and society: the problems of change.

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter 1974, p. 541-544)

Descriptors:

1. EDUCATIONAL INNOVATION. 2. EDUCATIONAL PROBLEMS.
 3. SYSTEMS DEVELOPMENT.
-

Tehran 2537

Per.

González Torres, Enrique

What kind of nonformal education? Comments on the Coombs report [by] Enrique González Torres [and others]

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter 1974, p. 480-485)

Descriptors:

1. NONFORMAL EDUCATION.
 2. OBJECTIVES.
-

Tehran 2538
Per.

Gámez Solano, Uladislao

Costa Rica: a national educational development plan
[by] Uladislao Gámez Solano and Carlos E. Olivera.

(In Prospects. Paris, Unesco. v. IV, no. 4, Winter
1974, p. 503-511)
tables.

Descriptors:

1. COSTA RICA.
 2. DEVELOPMENTAL PROGRAMMES.
 3. EDUCATIONAL DEVELOPMENT.
 4. EDUCATIONAL PROGRAMMES.
-

Tehran 2539

Kidd, R

Report on Mahalapye functional literacy workshop held
at Madiba Education Center on 22-23 September 1973.
[Francistown?] Division of Extra-Mural Services, University
of Botswana, Lesotho and Swaziland [1973]
6 p. tables.

Descriptors:

1. COMMUNITY STUDY.
 2. DISCUSSION (TEACHING TECHNIQUE).
 3. FUNCTIONAL LITERACY.
-

32

Tehran 2541

Book

Ethio-German Project on Training of Literacy Officers,
Addis Ababa, 1973. [Addis Ababa? 1973?]
70 p.

Various papers bound together.

Descriptors:

1. ETHIOPIA. 2. AUDIOVISUAL AIDS. 3. COMMUNITY DEVELOPMENT. 4. EVALUATION. 5. FUNCTIONAL LITERACY. 6. HOME ECONOMICS EDUCATION. 7. LITERACY TEACHERS. 8. MASS MEDIA. 9. NUTRITION. 10. OBJECTIVES. 11. PROFESSIONAL TRAINING. 12. SUPERVISORY TRAINING. 13. VOCATIONAL TRAINING.
-

Tehran 2542

Pala, Achola O

A preliminary survey of the avenues for and constraints on women in the development process in Kenya. Nairobi, Institute for Development Studies, University of Nairobi, 1975.

29 p.- tables (Discussion paper 218)

Descriptors:

1. KENYA. 2. AGRICULTURE. 3. CASE STUDIES. 4. CHILDREN. 5. FAMILY PLANNING. 6. HOME ECONOMICS. 7. LABOUR FORCE. 8. MARRIAGE. 7. RURAL POPULATION. 10. WOMENS ROLE.
-

Tehran 2543

Book

Rensburg, Patrick van

Report from Swaneng Hill: education and employment in an African country. Stockholm, The Dag Hammarskjöld Foundation, 1974.

235 p. illus., tables.

Descriptors:

1. BOTSWANA. 2. AGRICULTURE. 3. COOPERATIVE PROGRAMMES.
 4. CURRICULUM DEVELOPMENT. 5. ERROR PATTERNS. 6. FARMERS.
 7. JOB DEVELOPMENT. 8. POST SECONDARY EDUCATION.
 9. PRIMARY EDUCATION. 10. PROBLEMS.
-

Tehran 2546

Krajnc, Ana

The identification of educational values as a basic factor in adult education: a cross-national approach. [Toronto] Department of Adult Education, The Ontario Institute for Studies in Education [ca1973]

21 p. diagrs., tables.

Descriptors:

1. EDUCATIONAL BENEFITS. 2. FUNCTIONAL LITERACY. 3. SOCIAL MOBILITY.
-

Tehran 2549

Book

International Workshop for Evaluation Specialists on Non-formal Education for Family Life Planning, Chiangmai, Thailand, 1974.

Background papers. Bangkok/New York, Ministry of Education/World Education [1974]

1 v. (various pagings) charts, tables.

Descriptors:

1. THAILAND. 2. COOPERATIVE PLANNING. 3. EVALUATION TECHNIQUES. 4. FAMILY LIFE EDUCATION. 5. FUNCTIONAL LITERACY. 6. HEALTH EDUCATION. 7. INSTRUCTIONAL MATERIALS. 8. NONFORMAL EDUCATION. 9. ORGANIZATIONAL CHANGE. 10. ORIENTATION. 11. PROGRAMME EVALUATION.
-

Tehran 2550

Seminar on National Organizations for Co-operation in Adult Education, England, 1974.

Report. Toronto, International Council for Adult Education [1974]

1 v. (various pagings)

Descriptors:

1. ADULT EDUCATION. 2. CONFERENCE REPORTS. 3. FUNCTIONAL LITERACY. 4. INTEGRATED CURRICULUM. 5. NATIONAL ORGANIZATIONS. 6. PROGRAMME PLANNING. 7. PUBLICATIONS.
-

Tehran 2551
Book

Seminar on National Organizations for Co-operation in Adult Education, England, 1974.

Mobral's strategy for adult education in Brazil [by] Lamartine Pereira da Costa. [Toronto] International Council for Adult Education [1974]

33 (2) 5 p. tables.

Descriptors:

1. BRAZIL. 2. COMMUNITY SERVICE PROGRAMMES. 3. CONTINUOUS LEARNING. 4. FUNCTIONAL LITERACY. 5. ILLITERACY. 6. INSTRUCTIONAL MATERIALS. 7. INTEGRATED CURRICULUM. 8. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT). 9. ORGANIZATION. 10. REMEDIAL INSTRUCTION. 11. RESOURCES.
-

Tehran 2553
Per.

Villadecras, Raymond

L'éducation pré-coopérative au Dahomey.

(Dans Actuel développement. Paris. no. 1, mai-juin 1974, p. 50-56)
illus.

Descriptors:

1. DAHOMEY. 2. COOPERATIVES. 3. EDUCATIONAL PROGRAMMES. 4. LITERACY. 5. RURAL EXTENSION.
-

Tehran 2554

Per.

Galdos del Carpio, E

Aides visuelles et formation des travailleurs immigrés.

(Dans Migrants formation. Paris, B.E.L.C. no. 8, fév. 1975, 7p.)

various pagings.

Descriptors:

1. FRANCE. 2. AUDIOVISUAL AIDS. 3. MIGRANT ADULT EDUCATION.
 4. MIGRANT WORKERS. 5. TEACHING METHODS.
-

Tehran 2555

Per.

Fernandes, M . G

Enseignement en langue d'origine et intégration.

(Dans Migrants formation. Paris, B.E.L.C. no. 8, fév. 1975, 6p.)

various pagings.

Descriptors:

1. FRANCE. 2. BILINGUAL EDUCATION. 3. LEARNING MOTIVATION.
 4. MIGRANT CHILDREN. 5. MOTHER TONGUE INSTRUCTION.
 6. PORTUGUESE.
-

Tehran 2556

Per.

Nwanko, Robert L

Educational broadcasting and social change in Africa.

(In Genève-Afrique. Geneva, Institut d'Etudes du
Développement. v. XII, no. 2, 1973, p. 5-42)
graphs, tables.

Descriptors:

1. AFRICA. 2. EDUCATIONAL POLICY. 3. EDUCATIONAL TECH-
NOLOGY. 4. FUNCTIONAL LITERACY. 5. LITERACY PROGRAMMES.
 6. LITERACY STATISTICS. 7. MASS MEDIA. 8. SOCIAL CHANGE.
 9. SOCIAL VALUES.
-

Tehran 2557

Book

Schwartz, Bertrand

L'éducation demain. Paris, Aubier Montaigne [c1973]
333 p.

"Une étude de la Fondation Européenne de la Culture."

Descriptors:

1. ADULT EDUCATION. 2. AUTOINSTRUCTIONAL AIDS. 3. CONTIN-
UOUS LEARNING. 4. CREDITS. 5. CURRICULUM DESIGN. 6. ECO-
NOMIC DEVELOPMENT. 7. EDUCATIONAL DEMAND. 8. EDUCATIONAL
EQUALITY. 9. EDUCATIONAL GUIDANCE. 10. EDUCATIONAL RE-
SEARCH. 11. EDUCATIONAL STRATEGIES. 12. EDUCATION SYSTEMS.
 13. INDIVIDUAL DEVELOPMENT. 14. TEACHING METHODS.
-

Tehran 2558

Book

Functional education for family life planning in Turkey:
samples of the pilot materials for the beginner's level.
n.p., 1973.
1 v. (various pagings).

"Designed and produced collaboratively by the Republic
of Turkey and World Education, with the support of the
United States Agency for International Development."

Descriptors:

1. TURKEY. 2. AGRICULTURAL OCCUPATIONS. 3. AGRICULTURAL
PRODUCTION. 4. CHILD CARE OCCUPATIONS. 5. FAMILY PLANNING.
6. FARM MANAGEMENT. 7. FOODS INSTRUCTION. 8. FUNCTIONAL
LITERACY. 9. HEALTH EDUCATION. 10. HOME ECONOMICS EDUCA-
TION. 11. LIVESTOCK. 12. MARKETING. 13. QUESTIONNAIRES.

Tehran 2562

Per.

Jaiswal, N . K .

Problems in diffusion of agricultural innovations and
functional education programmes [by] N. K. Jaiswal [and]
H.P.S. Arva.

(In Indian journal of adult education. New Delhi, Indian
Adult Education Association. v. XXXV, no. 8, Aug. 1974,
p. 19-26)

Descriptors:

1. INDIA. 2. AGRICULTURAL DEVELOPMENT. 3. AGRICULTURAL
ENGINEERING. 4. EXTENSION AGENTS. 5. FACTOR ANALYSIS.
6. FARMERS. 7. FUNCTIONAL LITERACY PROGRAMMES. 8. PRO-
BLEMS. 9. VOCATIONAL EDUCATION.

Tehran 2563

Per.

Kgware, W . M .

Education of the Africans in South Africa.

(In South Africa international. Johannesburg, South Africa Foundation. v. V, no. 2, Oct. 1974, p. 75-86)

Descriptors:

1. SOUTH AFRICA. 2. EDUCATIONAL DEVELOPMENT. 3. MIGRANT CHILD EDUCATION. 4. NEGRO EDUCATION. 5. PRIMARY EDUCATION. 6. SECONDARY EDUCATION. 7. TEACHER EDUCATION. 8. VOCATIONAL EDUCATION.

Tehran 2565

Book

Southeast Asian Ministers of Education Organization (SEAMEO).
Director's annual report 1973. [Singapore, SEAMEO, 1974?]

16 p. illus.

Descriptors:

1. ANNUAL REPORTS. 2. EDUCATIONAL PROGRAMMES. 3. FINANCIAL SUPPORT. 4. NONFORMAL EDUCATION. 5. PROGRAMME DEVELOPMENT. 6. PUBLIC RELATIONS.

Tehran 2569

Book

Methods for human resource development. Prince Albert, Saskatchewan, Training Research and Development Station [1973]

25 p. illus.

Descriptors:

1. CANADA. 2. ADULT EDUCATION. 3. BUSINESS EDUCATION.
 4. INSTRUCTIONAL MATERIALS. 5. INSTRUCTIONAL PROGRAMMES.
 6. LANGUAGE INSTRUCTION. 7. LIFE SKILLS COURSE.
 8. LITERACY EDUCATION.
-

Tehran 2571

Johnson, Jean Lennon

A pedagogy for planning style: the simulation game.
[Stanford?, Calif., Stanford University?] 1973.
viii, 182 p.

"A dissertation submitted to the school of education and the committee on graduate studies of Stanford University in partial fulfillment of the requirements for the degree of doctor of philosophy."

Descriptors:

1. DATA ANALYSIS. 2. DEVELOPMENTAL PROGRAMMES. 3. EDUCATIONAL GAMES. 4. INDIVIDUAL DEVELOPMENT. 5. PLANNING.
 6. ROLE PLAYING. 7. SIMULATION. 8. TESTING.
-

Tehran 2573

Book

Kidd, J . Roby

Whilst time is burning: a report on education for development. Ottawa, Canada, International Development Research Centre [1974]

120 p. illus., tables.

Descriptors:

1. CULTURAL ENVIRONMENT. 2. DEVELOPMENTAL PROGRAMMES.
 3. EDUCATIONAL INNOVATION. 4. EDUCATIONAL RESEARCH.
 5. EDUCATIONAL TECHNOLOGY. 6. EDUCATION SYSTEMS.
 7. INSTRUCTIONAL MEDIA. 8. INTERNATIONAL ORGANIZATIONS.
 9. PUBLIC EDUCATION.
-

Tehran 2574

Robarts, R

The French development assistance programmes: an
information paper. [Paris, 1973]
66, v p.

Descriptors:

1. ADMINISTRATIVE PROBLEMS. 2. COLONIALISM. 3. COOPERATIVE
PROGRAMMES. 4. CURRICULUM DEVELOPMENT. 5. DEMOGRAPHY.
 6. RURAL DEVELOPMENT. 7. VOCATIONAL DIRECTORS.
-

Tehran 2578

United Nations Economic and Social Council, Commission on
the Status of Women, 25th Session.

Implementation of the declaration on the elimination of
discrimination against women and related instruments. Legal
capacity of married women: capacity to engage in independent
work. [New York] United Nations Economic and Social Council,
1973.

17 p. (E/CN.6/584)

"Item 4 (a) of the provisional agenda."

Descriptors:

1. FAMILY BACKGROUND. 2. INFORMATION NEEDS. 3. REPORTS.
 4. WOMENS ROLE. 5. WORKING WOMEN.
-

Tehran 2579

Book

Lindholm, Stig

Appointment with the Third World; experts and volunteers in the field: their work, life, and thoughts. Stockholm, The Dag Hammarskjöld Foundation, 1974.
144 p. tables.

Descriptors:

1. ATTITUDES. 2. COMMUNICATION PROBLEMS. 3. DATA COLLECTION.
 4. DEVELOPING NATIONS. 5. DEVELOPMENTAL PROGRAMMES. 6. IN-COME. 7. RESEARCH. 8. TECHNICAL ASSISTANCE. 9. VOLUNTEER TRAINING.
-

Tehran 2582

Book

Taylor, Francine

Race, school and community: a study of research and literature. [Windsor, Eng.] NFER Publishing Company Ltd. [c1974]

200 p.

Bibliography: p. 177-200.

Descriptors:

1. GREAT BRITAIN. 2. COMPENSATORY EDUCATION. 3. CULTURAL FACTORS. 4. CURRICULUM DEVELOPMENT. 5. EDUCATIONAL PROBLEMS. 6. EDUCATIONAL PROGRAMMES. 7. IMMIGRANTS. 8. INFORMATION SOURCES. 9. LANGUAGE INSTRUCTION. 10. MIGRANT CHILD EDUCATION. 11. MIGRANT SCHOOLS. 12. RACIAL ATTITUDES. 13. TEACHER EDUCATION. 14. URBAN AREAS.
-

Tehran 2586
Book

Fussell, Diana

Study-service: a survey prepared as a background paper for research into various aspects of study-service [by] Diana Fussell and Andrew Quarmby. [Ottawa, Canada, International Development Research Centre, 1974]
43 p. illus.

Descriptors:

1. DEVELOPING NATIONS. 2. EDUCATIONAL PROGRAMMES. 3. RESEARCH. 4. STUDY CENTRES. 5. SYSTEMS APPROACH.
-

Tehran 2587

International resources for literacy action. [Paris]
Unesco [1974]
5, 23 p.

Descriptors:

1. FOUNDATION PROGRAMMES. 2. LITERACY. 3. OUT-OF-SCHOOL EDUCATION.
-

Tehran 2591

Fourré, P .

Functional literacy methodology; February - July 1972.
Paris, Unesco, 1973.
8 p. (2890/RMO.RD/ESM)

At head of title: Arab Republic of Egypt.

Descriptors:

1. EGYPT ARAB REPUBLIC. 2. ADULT EDUCATION. 3. AUDIOVISUAL AIDS. 4. FUNCTIONAL LITERACY. 5. INSTRUCTIONAL MATERIALS. 6. LITERACY METHODS. 7. LITERACY TEACHERS.
-

Tehran 2592

Book

Charnley, Alan H .

Research in adult education in the British Isles.
London, National Institute of Adult Education [1974]
361 p.

Abstracts and summaries, principally of master and doctoral theses presented since 1945.

Descriptors:

1. GREAT BRITAIN. 2. ABSTRACTS. 3. ADULT EDUCATION.
 4. AUDIOVISUAL AIDS. 5. COMMUNITY AGENCIES (PUBLIC).
 6. COOPERATIVE EDUCATION. 7. ECONOMIC FACTORS. 8. EDUCATIONAL BENEFITS. 9. EDUCATIONAL CHANGE. 10. EDUCATIONAL DEVELOPMENT. 11. EDUCATIONAL PROBLEMS. 12. EDUCATIONAL TECHNOLOGY. 13. EVENING CLASSES. 14. GENERAL EDUCATION. 15. GERMANY. 16. GUIDANCE. 17. HIGHER EDUCATION. 18. HISTORICAL REVIEWS. 19. INSERVICE EDUCATION. 20. LIBRARY SERVICES. 21. ORGANIZATION. 22. POLITICAL SOCIALIZATION. 23. REGIONAL PLANNING. 24. RESIDENTIAL PROGRAMMES. 25. SOCIAL FACTORS. 26. STAFF ROLE. 27. TECHNICAL EDUCATION. 28. UNIVERSITY EXTENSION. 29. VOCATIONAL EDUCATION. 30. VOLUNTARY AGENCIES. 31. WOMENS EDUCATION.
-

Tehran 2594
Book

New trends in the utilization of educational technology for science education. Paris, The Unesco Press, 1974.
247 p. charts, illus.

Descriptors:

1. COMPUTER ASSISTED INSTRUCTION. 2. CORRESPONDENCE COURSES. 3. DEVELOPING NATIONS. 4. EDUCATIONAL TECHNOLOGY. 5. EVALUATION. 6. HEALTH EDUCATION. 7. INSTRUCTIONAL MATERIALS. 8. LEARNING ACTIVITIES. 9. MASS MEDIA. 10. MATHEMATICS. 11. PROGRAMMING (BROADCAST). 12. RADIO. 13. SCIENCE EDUCATION. 14. TAPE RECORDINGS. 15. TELEVISION.
-

Tehran 2596
Book

Harman, David

Community fundamental education: a nonformal educational strategy for development. Lexington, Mass., Lexington Books [c1974]

ix, 174 p. charts.

Bibliography: p. 143-169.

Descriptors:

1. ADULT BASIC EDUCATION. 2. COMMUNITY DEVELOPMENT.
 3. COMMUNITY EDUCATION. 4. DISADVANTAGED ENVIRONMENT.
 5. INSTRUCTIONAL DESIGN. 6. LITERACY METHODS. 7. LITERACY PROGRAMMES. 8. PRIMARY EDUCATION. 9. READING INSTRUCTION.
 10. STAFF ROLE.
-

Tehran 2597
Book

McLaughlin, G . Harry

Educational television on demand: an evaluation of the Ottawa IRTV experiment. [Toronto, Ontario] The Ontario Institute for Studies in Education [c1972]

x, 167 p. charts, illus., tables (Occasional papers no. 11)

Descriptors:

1. CANADA. 2. BROADCAST TELEVISION. 3. EDUCATIONAL TELEVISION. 4. EQUIPMENT. 5. FINANCIAL NEEDS. 6. INFORMATION RETRIEVAL. 7. LIBRARY PROGRAMMES. 8. OPINIONS. 9. QUESTIONNAIRES. 10. SCHEDULING. 11. SURVEYS. 12. TEST RELIABILITY.
-

Tehran 2598
Book

Conférence Régionale sur l'Education, la Formation Professionnelle et les Possibilités d'Emploi des Jeunes Filles et des Femmes dans les Pays Africains, Rabat, 20-29 mai 1971.

Rapport. [Bonn, Fondation Allemande pour les Pays en Voie de Développement, 1972?]

99 p.

Text in English and French.

Descriptors:

1. AFRICA. 2. CONFERENCE REPORTS. 3. DEVELOPMENTAL GUIDANCE. 4. EDUCATIONAL EQUALITY. 5. EDUCATIONAL OPPORTUNITIES. 6. EMPLOYMENT OPPORTUNITIES. 7. OBJECTIVES. 8. VOCATIONAL EDUCATION. 9. WOMENS EDUCATION. 10. WORKING WOMEN.

Tehran 2599
Book

International Labour Organisation.

World employment programme: rural employment promotion through integrated rural development. Geneva, International Labour Organisation, 1974.

1 v. (various pagings)

"Report of an ILO Advisory working group."

Descriptors:

1. EMPLOYMENT PROGRAMMES. 2. EQUIPMENT. 3. EVALUATION METHODS. 4. INPUT OUTPUT. 5. INTERAGENCY COORDINATION. 6. PROGRAMME EVALUATION. 7. PROGRAMME PLANNING. 8. RURAL AREAS. 9. RURAL DEVELOPMENT.

Tehran 2602

Simmons, Emmy Bartz

Cultural assumptions and women's role in development.
n.p., ca1973.
6 p.

Descriptors:

1. WEST AFRICA. 2. RURAL POPULATION. 3. WOMENS ROLE.
-

Tehran 2604

Book

MacFarlane, Tom

A booklet for volunteer tutors, edited by Donald Moyle.
Ormskirk, Lancs., Edge Hill College of Education, n.d.
25 p.

Descriptors:

1. GREAT BRITAIN. 2. ADULT LITERACY. 3. BEGINNING READING.
 4. EDUCATIONAL DIAGNOSIS. 5. READING INSTRUCTION.
 6. SPELLING. 7. TEACHING GUIDES. 8. VOLUNTEERS.
-

Tehran 2607

Conceicao, J . F .

Delivery systems, organisation and distribution of
television and other audio-visual means, by J. F. Conceicao
and Paul Sew. n.p. [1973]
15 p.

Descriptors:

1. ADULT EDUCATION.
 2. AUDIOVISUAL AIDS.
 3. EDUCATIONAL TELEVISION.
-

Tehran 2608

Interregional Seminar on Problems of Early School Leavers,
Holte, Denmark, 1973.
Report. New York, United Nations, 1974.
iii, 70 p. (ESA/OTC/SEM/74/I)

Descriptors:

1. DROPOUT PREVENTION.
 2. DROPOUT PROBLEMS.
 3. DROPOUT RESEARCH.
 4. NON-FORMAL EDUCATION.
 5. RURAL YOUTH.
 6. SCHOOL ROLE.
 7. SOCIAL ADJUSTMENT.
 8. VOCATIONAL EDUCATION.
 9. YOUTH PROGRAMMES.
-

Tehran 2609
Book

International Labour Organization.
Population and labour. Geneva. International Labour
Office [c1973]
IX, 163 p. illus., tables.

Descriptors:

1. DEVELOPING NATIONS. 2. EDUCATIONAL NEEDS. 3. EMPLOYMENT TRENDS. 4. FAMILY PLANNING. 5. ILLITERACY. 6. INCOME. 7. INDUSTRIALIZATION. 8. INDUSTRIAL TRAINING. 9. LABOUR FORCE. 10. MANPOWER NEEDS. 11. POPULATION GROWTH. 12. RURAL DEVELOPMENT. 13. SOCIAL DEVELOPMENT. 14. UNDER-EMPLOYMENT. 15. VOCATIONAL TRAINING. 16. WELFARE AGENCIES.
-

Tehran 2610

Loveridge, A . J .

A survey of British experience of non-formal education for rural and agricultural development in developing countries. n.p., 1974.

84 p.

Descriptors:

1. ADULT EDUCATION. 2. AGRICULTURAL DEVELOPMENT. 3. COMMUNITY DEVELOPMENT. 4. DEVELOPING NATIONS. 5. INTEGRATED ACTIVITIES. 6. LITERACY METHODS. 7. MASS INSTRUCTION. 8. NON-FORMAL EDUCATION. 9. ORGANIZATIONAL CHANGE. 10. OUT-OF-SCHOOL EDUCATION. 11. WOMENS EDUCATION.
-

Tehran 2611

Adult education and national development; concepts and practices in India. New Delhi, Directorate of Adult Education, Ministry of Education and Social Welfare, 1974.

40 p. tables.

Descriptors:

1. INDIA. 2. ADULT EDUCATION. 3. EDUCATIONAL NEEDS.
 4. FUNCTIONAL LITERACY PROJECTS. 5. MASS MEDIA. 6. STAFF IMPROVEMENT. 7. URBAN AREAS. 8. YOUTH PROGRAMMES.
-

Tehran 2613

London, Jack

Adult education in Tanzania: an approach to its development. Dar-es-Salaam, Institute of Adult Education, University College? Ca 1970.

25 p.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION. 3. AGRICULTURAL DEVELOPMENT. 4. DROPOUT PROGRAMMES. 5. FUNCTIONAL LITERACY.
-

Tehran 2615

International Symposium on Adult Education for Development, Dar es Salaam/Mwanza, 1974.

Summary report, drafted by Josef Müller. [Bonn] German Foundation for International Development [1974]
49 p. (DOK 767 B/a) (IIA - IT 3/74)

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION. 3. EDUCATIONAL FINANCE.
 4. EDUCATIONAL PROBLEMS. 5. FUNCTIONAL LITERACY PROGRAMMES.
 6. HIGHER EDUCATION. 7. INSTRUCTIONAL MATERIALS. 8. INTERAGENCY COOPERATION. 9. NON-FORMAL EDUCATION. 10. PROGRAMME ORGANIZATION. 11. RURAL DEVELOPMENT. 12. VOCATIONAL EDUCATION.
-

Tehran 2625

Book

Rossman, Mark H

A model to recruit functionally illiterate adults into adult basic education programmes in Massachusetts. Amherst, Mass., School of Education, University of Massachusetts, 1971.

104 p. illus., tables.

Descriptors:

1. UNITED STATES. 2. ADULT BASIC EDUCATION. 3. FUNCTIONAL LITERACY. 4. MASS MEDIA. 5. PROGRAMME PROPOSALS.
 6. QUESTIONNAIRES. 7. RESEARCH. 8. STUDENT MOTIVATION.
 9. TELEVISION COMMERCIALS.
-

Tehran 2627

Conference of the Society for International Development,
14th, Abidjan, 1974.

Modernization, population and women [by] Rosalie Fanale.
Abidjan? Society for International Development? 1974?

1 v. (various pagings)

Descriptors:

1. DEVELOPING NATIONS. 2. DEVELOPMENT. 3. FAMILY PLANNING.
 4. NUTRITION. 5. WOMENS ROLE.
-

Tehran 2633

Book

Sangan, Jean-Claude

Une école chez les Tziganes. Paris, Société d'Édition
Droit et Liberté [1974]

124 p.

Descriptors:

1. FRANCE. 2. FAMILY LIFE. 3. MINORITY GROUP CHILDREN.
 4. NOMADS. 5. TEACHING METHODS.
-

Tehran 2634

Book

Catani, Maurice

L'alphabétisation des travailleurs étrangers: une rela-
tion dominant/dominé. Paris, Tema-Editions [1973]

386 p.

Descriptors:

1. FRANCE. 2. ADULT LITERACY CLASSES. 3. EDUCATIONAL NEEDS.
 4. EDUCATIONAL ORGANIZATIONS. 5. FRENCH (LANGUAGE OF IN-
STRUCTION). 6. LABOUR EDUCATION. 7. MIGRANT ADULT EDUCA-
TION. 8. QUESTION ANSWER INTERVIEWS. 9. SOCIAL RELATIONS.
 10. TEACHING METHODS. 11. VOLUNTEERS.
-

Tehran 2635
Book

Meister, Albert

Alphabétisation et développement; le rôle de l'alphabétisation fonctionnelle dans le développement économique et la modernisation. Paris, Editions Anthropos [c1973]
269 p.

Descriptors:

1. ADULT LITERACY. 2. CULTURAL DIFFERENCES. 3. ECONOMIC DEVELOPMENT. 4. EXPERIMENTAL PROGRAMMES. 5. FUNCTIONAL LITERACY. 6. FUNCTIONAL LITERACY PROJECTS. 7. LEARNING MOTIVATION. 8. LITERACY CLASSES. 9. LITERACY EXPERTS. 10. LITERACY METHODS. 11. LITERACY TEACHERS. 12. PROGRAMME DESCRIPTIONS. 13. PROGRAMME ORGANIZATION. 14. TEACHER EDUCATION. 15. UNESCO.

Tehran 2636
Book

Léon, Antoine

Psychopédagogie des adultes. Paris, Presses Universitaires de France, 1971.
189 p.

Descriptors:

1. ADULT EDUCATION. 2. CONTINUOUS LEARNING. 3. CREATIVE DEVELOPMENT. 4. FUNCTIONAL LITERACY. 5. ILLITERATE ADULTS. 6. LEARNING ACTIVITIES. 7. LEARNING MODALITIES. 8. MIGRANT ADULT EDUCATION. 9. PSYCHOEDUCATIONAL PROCESSES. 10. PSYCHOLOGICAL CHARACTERISTICS. 11. TEACHING METHODS.

Tehran 2637
Per.

Silva, Alberto

Culture de pauvreté, domination et pédagogie de la
libération [par] Alberto Silva [et] Valdemar Sguissardi.

(Dans Orientations. Paris, Bureau Pédagogique. Tome
13, no. 47, juillet 1973, p. 49-72)

Descriptors:

1. LATIN AMERICA. 2. DISADVANTAGED GROUPS. 3. FREIRE,
PAULO. 4. SOCIAL DIFFERENCES.

Tehran 2639
Per.

Ormeño O ., Eugenio

El programa de post-grado en educación de adultos y los
modelos de formación disciplinaria.

(En Educación de adultos. Santiago de Chile, Centro de
Perfeccionamiento, Experimentación e Investigaciones
Pedagógicas. no. 1, junio-julio 1974, p. 11-17)
diagrs.

Descriptors:

1. ADULT EDUCATION. 2. CURRICULUM PLANNING. 3. EDUCATIONAL
PROGRAMMES.

Tehran 2641

Book

Gourévitch, Jean-Paul

Défi à l'éducation. [Tournai, Belg.] Casterman [1973]
202 p. tables.

Descriptors:

1. DESCHOOLING SOCIETY. 2. EDUCATIONAL INNOVATION.
3. EDUCATIONAL QUALITY. 4. EDUCATIONAL RESEARCH. 5. EDU-
CATIONAL TECHNOLOGY. 6. EDUCATION SYSTEMS. 7. PARENT
PARTICIPATION.

Tehran 2643

Per.

[Correspondence education in India]

(Prasar. Jaipur, Department of Adult Education, Univer-
sity of Rajasthan. v. 2, no. 1, April 1974, 96 p.)
tables.

Title given by library.

Descriptors:

1. INDIA. 2. AGRICULTURAL EDUCATION. 3. CORRESPONDENCE
COURSES. 4. EDUCATIONAL EXPERIMENTS. 5. INDEPENDENT
STUDY. 6. STUDENT ENROLLMENT. 7. UNIVERSITY EXTENSION.

Tehran 2644
Per.

Egboh, E . O .

The place of women in the Ibo society of South-Eastern Nigeria, from the earliest times to the present.

(In Civilisations. Brussels, International Institute of Differing Civilisations. v. XXIII-XXIV, nos. 3/4, 1973-1974, p. 305-316)

Descriptors:

1. NIGERIA.
 2. MARRIAGE.
 3. SOCIAL LIFE.
 4. WOMENS EDUCATION.
 5. WOMENS ROLE.
-

Tehran 2646
Per.

Andrilovic, Vlado

Adult education and programmed learning.

(In Convergence. Toronto, International Council for Adult Education. v. VII, no. 2, 1974, p. 3-16)
tables.

Descriptors:

1. ADULT EDUCATION.
 2. EDUCATIONAL INNOVATION.
 3. EDUCATIONAL PROBLEMS.
 4. EDUCATIONAL TECHNOLOGY.
 5. PROGRAMMED INSTRUCTION.
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Tehran 2647

Per.

Magange, C . K .

Programmed learning among adults in Tanzania - an experimental research.

(In Convergence. Toronto, International Council for Adult Education. v. VII; no. 2, 1974, p. 17-26) tables.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION. 3. EDUCATIONAL RESEARCH.
 4. PROGRAMMED INSTRUCTION.
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Tehran 2659

Bamberger, Richard

Promoting the reading habit. [Paris] Unesco [c1975]
52 p. (Reports and papers on mass communication, no. 72)

Also in French.

Descriptors:

1. READABILITY. 2. READING DEVELOPMENT. 3. READING HABITS. 4. READING INSTRUCTION. 5. READING INTERESTS.
 6. READING RESEARCH.
-

Tehran 2660

Unesco.

Dynamique de la population et développement de l'éducation au Japon; analyse quantitative. Paris, Unesco, 1973.
58 p. diags., tables (ED/WS/398)

Descriptors:

1. JAPAN. 2. DATA ANALYSIS. 3. EDUCATIONAL DEVELOPMENT.
4. EDUCATIONAL FINANCE. 5. POPULATION GROWTH. 6. SCHOOL
STATISTICS. 7. WOMENS EDUCATION.

Tehran 2661

Unesco.

L'éducation en Chine. [Paris] Unesco [1972]
71 p. diags. (ED/WS/368)

Descriptors:

1. CHINA. 2. CURRICULUM DEVELOPMENT. 3. EDUCATIONAL
DEVELOPMENT. 4. EDUCATIONAL HISTORY. 5. EDUCATIONAL
INNOVATION. 6. EDUCATIONAL OBJECTIVES. 7. EDUCATION
SYSTEMS. 8. GREAT CULTURAL REVOLUTION, CHINA. 9. TEACHER
EDUCATION.

Tehran 2662

Unesco.

Contribution de l'éducation au développement rural.
Paris, Unesco, 1973.
36 p. (ED/WS/403)

Descriptors:

1. AFRICA. 2. AGRICULTURAL EDUCATION. 3. CONFERENCES.
 4. EDUCATIONAL CHANGE. 5. EDUCATIONAL DEVELOPMENT.
 6. NON FORMAL EDUCATION. 7. RURAL DEVELOPMENT. 8. UNESCO.
-

Tehran 2663

Unesco.

La croissance démographique et le développement de
l'éducation en Algérie. [Paris] Unesco, 1973.

75 p. graphs., tables (ED/WS/399)

Descriptors:

1. ALGERIA. 2. COLONIALISM. 3. DROPOUTS. 4. EDUCATIONAL
DEVELOPMENT. 5. EDUCATIONAL FINANCE. 6. EDUCATION SYSTEMS.
 7. POPULATION GROWTH. 8. PRIMARY EDUCATION. 9. SCHOOL
STATISTICS. 10. SECONDARY EDUCATION. 11. STATISTICAL
ANALYSIS. 12. STUDENT DISTRIBUTION.
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Tehran 2664

Nyirasafari, Gaudentia

L'évolution du statut de la femme au Rwanda.

(In Carnets de l'enfance. Paris. no. 27, juillet-
septembre 1974, p. 84-106)

Extrait.

Descriptors:

1. RWANDA. 2. CHILD CARE OCCUPATIONS. 3. EDUCATIONAL OPPORTUNITIES. 4. FAMILY CHARACTERISTICS. 5. WOMENS EDUCATION. 6. WOMENS ROLE.

Tehran 2665

Randriamamonjy, Marie

Les femmes et le développement national à Madagascar.

(In Carnets de l'enfance. Paris. no. 27, juillet-septembre 1974, p. 70-83)

Extrait.

Descriptors:

1. MADAGASCAR. 2. WOMENS EDUCATION. 3. WOMENS ROLE.

Tehran 2666

Miské, Annick

L'émancipation des femmes en Albanie.

(In Carnets de l'enfance. Paris. no. 27, juillet-septembre 1974, p. 107-123)

Extrait.

Descriptors:

1. ALBANIA. 2. FEMINISM. 3. POLITICAL SOCIALIZATION. 4. WOMENS EDUCATION. 5. WOMENS ROLE.

Tehran 2668
Book

Problèmes et perspectives de l'éducation dans un Etat du Tiers-Monde: le cas du Sénégal, sous la direction de J. L. Balans, C. Coulon et A. Richard. [Bordeaux] Centre d'Etude d'Afrique Noire, Institut d'Etudes Politiques de Bordeaux [ca1971]
198 p. tables.

Descriptors:

1. SENEGAL. 2. AFRICAN CULTURE. 3. COLONIALISM. 4. CURRICULUM DEVELOPMENT. 5. ECONOMIC DEVELOPMENT. 6. EDUCATIONAL CHANGE. 7. EDUCATIONAL DEVELOPMENT. 8. EDUCATIONAL HISTORY. 9. EDUCATIONAL LEGISLATION. 10. LANGUAGE INSTRUCTION. 11. POLITICAL ATTITUDES. 12. UNIVERSITIES.

Tehran 2669

Experts Meeting on the Evaluation of Family Planning Communication Programmes, Davao City, Philippines, 1974. Report. Paris, Unesco, 1975.
15 p. (COM-74/CONF.608/10)

Descriptors:

1. EVALUATION METHODS. 2. FAMILY PLANNING. 3. PROGRAMME EVALUATION.

Tehran 2673

M'Bow, Amadou-Mahtar
Unesco and the future. [Paris, Unesco, 1974]
45 p.

Descriptors:

1. ADULT EDUCATION.
 2. EDUCATIONAL PROGRAMMES.
 3. SPEECHES.
 4. UNESCO.
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Tehran 2675

Per.

Tan, Nalla
Singapore women and International Women's Year in 1975.
(In Nytili journal. Singapore, National Youth Leadership Training Institute. no. 370/74, Dec. 1974, p. 107-112)

Descriptors:

1. SINGAPORE.
 2. FEMINISM.
 3. INTERNATIONAL WOMENS YEAR, 1975.
 4. WORKING WOMEN.
-

Tehran 2676

Intergovernmental Meeting of Experts to review the International Standard Classification of Education (ISCED) and its Implications, Paris, 3-11 December 1974.
Report. Paris, Unesco, 1975.
13 p. (COM/MD/32)

Descriptors:

1. EDUCATIONAL PROGRAMMES. 2. ISCED. 3. NON-FORMAL EDUCATION.
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Tehran 2677

Experts Meeting [on the] Analysis and Evaluation of Results
obtained by Utilization of Education and Information
to combat Racism and racial Discrimination, Paris,
2-4 May 1974.

Report. Paris, Unesco, 1974.
7 p. (SHC/74/WS/16)

Descriptors:

1. INFORMATION NEEDS. 2. LITERACY EDUCATION. 3. RACIAL ATTITUDES. 4. REPORTS.
-

Tehran 2680

United Nations Economic and Social Council.

The young child: approaches to action in developing
countries, a draft report and recommendations, by the
Executive Director. Washington, D.C., 1974.

iv, 142, 14 p. figs, tables.

Bibliography: p. 1-14.

Descriptors:

1. BIBLIOGRAPHIES. 2. CHILDHOOD. 3. DEVELOPING NATIONS.
 4. DEVELOPMENTAL PROGRAMMES. 5. ENVIRONMENTAL EDUCATION.
 6. EVALUATION. 7. FAMILY LIFE. 8. GOVERNMENT ROLE.
 9. NUTRITION. 10. PRE-SCHOOL EDUCATION. 11. PSYCHOLOGICAL NEEDS. 12. TEENAGERS.
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Tehran 2682
Per.

Fraser, Stewart E
China: school and society.

(In Comparative education review. Los Angeles, Comparative and International Education Society. v. 18, no. 3, October 1974, p. 463-481)

Descriptors:

1. CHINA. 2. ANNOTATED BIBLIOGRAPHIES. 3. BIBLIOGRAPHIES.
 4. EDUCATION. 5. PUBLICATIONS.
-

Tehran 2683
Per.

Moore, Richard
Population and family planning in Iran [by] Richard Moore, Khalil Asayesh and Joel Montague.

(In The Middle East journal. Washington, D.C., The Middle East Institute. v. 28, no. 4, Autumn 1974, p. 396-408)

figs.

Descriptors:

1. IRAN. 2. FAMILY PLANNING. 3. POPULATION EDUCATION.
 4. POPULATION GROWTH.
-

Tehran 2685

Lagarde, J . P .

Alphabétisation et insertion linguistique des travailleurs étrangers: mise en place d'une recherche [par] J. P. Lagarde et C. Vigier.

(In Mélanges pédagogiques. Nancy, Centre de Recherches et d'Applications Pédagogiques en Langues. 1974, p. 105-143)
Extrait.

Descriptors:

1. FRANCE. 2. ADULT LITERACY. 3. LINGUISTICS. 4. LITERACY METHODS. 5. MIGRANT ADULT EDUCATION. 6. MIGRANT WORKERS.
 7. RESEARCH METHODOLOGY. 8. RESEARCH PROJECTS.
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Tehran 2689

Unesco and International Women's Year 1975. [Paris, Unesco, 1975]
35 p.

Descriptors:

1. ACTIVITIES. 2. FEMALES. 3. INTERNATIONAL WOMENS YEAR 1975. 4. UNESCO. 5. WOMENS EDUCATION. 6. WOMENS ROLE.
-

Tehran 2691

Per.

Bhola, Harbans S

With a sense of history, with a feeling for technique.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. v. IV, no. 4, Dec. 1973, p. 377-388)

Also in French.

Descriptors:

1. LITERACY. 2. SOCIAL CHANGE. 3. SOCIAL DEVELOPMENT.

Tehran 2692

Per.

Arnove, Robert F

Literacy: power or mystification [by] Robert F. Arnove and Jairo Arboleda.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. v. IV, no. 4, Dec. 1973, p. 389-414)

Also in French.

Descriptors:

1. HUMAN DEVELOPMENT. 2. LITERACY. 3. LITERACY EXPERTS.
4. LITERACY PROGRAMMES. 5. POLITICAL ATTITUDES. 6. SOCIAL CHANGE.

Tehran 2693

Per.

Bugbee, John A

The Freire approach to literacy: review and reflections.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. v. IV, no. 4, Dec.
1973, p. 415-438)

Also in French.

Descriptors:

1. ILLITERATE ADULTS. 2. INDIVIDUAL DEVELOPMENT. 3. IN-
STRUCTIONAL MATERIALS. 4. LITERACY METHODS. 5. LITERACY
PROGRAMMES. 6. PAULO FREIRE METHOD.

Tehran 2694

Per.

Singh, Sohan

Unesco's work-oriented approach to literacy.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. v. IV, no. 4, Dec.
1973, p. 439-458)

Also in French.

Descriptors:

1. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 2. FUNC-
TIONAL LITERACY. 3. LITERACY EXPERTS. 4. LITERACY METHODS.
5. LITERACY RESEARCH. 6. LITERACY TEACHERS. 7. UNESCO.

Tehran 2695
Book

Ruddock, Ralph
Sociological perspectives on adult education.
Manchester, Department of Adult Education, University of
Manchester [c1972]
iii, 64 p. (Manchester Monographs no. 2)

Descriptors:

1. ADULT EDUCATION. 2. CONFERENCES. 3. EDUCATIONAL RESEARCH.
4. LEARNING THEORIES. 5. SOCIAL FACTORS. 6. TEACHING
METHODS.

Tehran 2697
Book

Ayman, Iraj
Educational innovation in Iran. Paris, The Unesco
Press, 1974.
v, 35 p. (Experiments and innovations in education,
Asian series, no. 10)

"Study prepared for the Asian Centre of Educational
Innovation for Development."

Descriptors:

1. IRAN. 2. EDUCATIONAL FACILITIES. 3. EDUCATIONAL FINANCE.
4. EDUCATIONAL INNOVATION. 5. EDUCATION CORPS, IRAN.
6. HIGHER EDUCATION. 7. LITERACY PROGRAMMES. 8. ORGANIZA-
TIONAL CHANGE.

Tehran 2698

Book

Curle, Adam

Education for liberation. New York, John Wiley and
sons, Inc. [c1973]

vii, 144 p.

Descriptors:

1. DEVELOPING NATIONS. 2. DISCIPLINE. 3. EDUCATIONAL
DEVELOPMENT. 4. EDUCATIONAL THEORIES. 5. EDUCATION SYSTEMS.
6. EMPLOYMENT. 7. SOCIAL CHANGE. 8. STUDENT TEACHER
RELATIONSHIP.
-

Tehran 2701

Book

Haviland, R . Michael

Survey of provision for adult illiteracy in England.
[Berkshire, Eng.] Centre for the Teaching of Reading,
University of Reading, School of Education [1973]

68 p. figs.

Descriptors:

1. GREAT BRITAIN. 2. ADULT LITERACY. 3. AUDIOVISUAL PRO-
GRAMMES. 4. DATA ANALYSIS. 5. EDUCATIONAL BACKGROUND.
6. INSTRUCTIONAL MATERIALS. 7. LITERACY PROGRAMMES.
8. QUESTIONNAIRES. 9. READING INSTRUCTION. 10. SURVEYS.
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Tehran 2703
Per.

Kuhanga, N . A .
Organization and administration of adult education in
Tanzania.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 1-26)
tables.

Also in French.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION PROGRAMMES. 3. ADULT
LITERACY. 4. EDUCATIONAL ADMINISTRATION. 5. STUDENT
ENROLLMENT.

Tehran 2705
Per.

Malya, Simoni
Tanzania's literacy experience.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 45-68)
tables.

Also in French.

Descriptors:

1. TANZANIA. 2. ADULT LITERACY. 3. LITERACY PROGRAMMES.
4. LITERACY STATISTICS. 5. WORK-ORIENTED ADULT LITERACY
PILOT PROJECT, TANZANIA, 1968- .

Tehran 2706

Per.

Mauma, Rommel Z .

Correspondence education in Tanzania.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 69-78)
Also in French.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION. 3. CORRESPONDENCE STUDY.
 4. NONFORMAL EDUCATION.
-

Tehran 2707

Per.

Kassam, Yusuf O .

Towards mass adult education in Tanzania: the rationale
for radio study group campaigns.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 79-94)
Also in French.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION PROGRAMMES. 3. ADULT
LITERACY. 4. EDUCATIONAL RADIO. 5. MASS COMMUNICATIONS.
-

Tehran 2708
Per.

Hall, Budd L

The "Man is Health" mass study campaign.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 95-109)
Also in French.

Descriptors:

1. TANZANIA. 2. ADULT EDUCATION PROGRAMMES. 3. HEALTH
EDUCATION. 4. PROGRAMME DESCRIPTIONS. 5. PROGRAMME
EVALUATION.

Tehran 2709
Per.

Ng'wanakilala, Nkwabi

Why Bukoba is promising: an 'Mtu ni Afya' report.

(In Literacy discussion. Tehran, International
Institute for Adult Literacy Methods. Spring 1975, p. 109-
116)

Also in French.

Descriptors:

1. TANZANIA. 2. HEALTH EDUCATION. 3. LITERACY PROGRAMMES.
4. RURAL EDUCATION.

Tehran 2711
Book

Unesco.

Women, education, equality: a decade of experiment.
Paris, The Unesco Press, 1975.
109 p.

Descriptors:

1. EDUCATIONAL CHANGE. 2. ELEMENTARY SCHOOL TEACHERS.
 3. EXPERIMENTAL PROGRAMMES. 4. CHILE. 5. NEPAL. 6. PROGRAMME DESCRIPTIONS. 7. UPPER VOLTA. 8. VOCATIONAL TRAINING. 9. WOMENS EDUCATION. 10. WOMENS ROLE.
 11. WOMEN TEACHERS. 12. WORKING WOMEN.
-

Tehran 2712
Book

Educational innovations in India: some experiments.
New Delhi, National Staff College for Educational
Planners and Administrators, 1974.
v, 311 p.

Descriptors:

1. INDIA. 2. EDUCATIONAL DEVELOPMENT. 3. EDUCATIONAL INNOVATION. 4. EDUCATIONAL PLANNING. 5. EDUCATIONAL PROGRAMMES. 6. EXPERIMENTAL PROGRAMMES. 7. PROGRAMME DESCRIPTIONS. 8. PROJECT REPORTS. 9. SPEECHES. 10. TEXTBOOK PREPARATION.
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Ethio-German Project on Training of Literacy Officers,
Addis Ababa, 1973. 2541

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International Symposium on Adult Education for Development, Dar es Salaam/Mwanza, 1974. 2615

International Workshop for Evaluation Specialists on Non-formal Education for Family Life Planning, Chiangmai, Thailand, 1974. 2549

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Seminar on National Organizations for Co-operation in Adult Education, England, 1974. 2550, 2551

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International Women's Year, observed in 1975, is the beginning and not the end of the complete integration of women into the total effort of nations, as foreseen in the Second Development Decade.

As a guidance to readers, *Literacy Documentation*, in its final issue of the year, publishes a selected bibliography of material available at the Institute centre, Tehran, Iran, on literacy and adult education for women.

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